

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

6	Elementary schools (includes K-8)
0	Middle/Junior high schools
1	High schools
0	K-12 schools
7	TOTAL

2. District Per Pupil Expenditure: 9849

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☒ Rural

4. 5 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	35	31	66	7			0
1	38	31	69	8			0
2	17	31	48	9			0
3	27	42	69	10			0
4			0	11			0
5			0	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							252

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
0 % Asian
16 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
79 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1.	252
(5)	Total transferred students in row (3) divided by total students in row (4).	0.063
(6)	Amount in row (5) multiplied by 100.	6.349

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 9

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 63 %

Total number students who qualify: 158

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 24 %

Total Number of Students Served: 61

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>8</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>6</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support staff	<u>6</u>	<u>1</u>
Total number	<u>37</u>	<u>8</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 18 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	95%	96%	95%
Daily teacher attendance	96%	94%	93%	93%	91%
Teacher turnover rate	5%	0%	10%	10%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher turnover rates resulted from 3 retirements and 2 transfers.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Patrick Springs Primary School, one of six elementary schools in the Patrick County Public School System, is located in Patrick Springs, a rural community at the foot of the Blue Ridge Mountains.

Our school began as the Patrick Springs Hotel, later to be converted into a female college in 1861. In 1870, with the inauguration of the public school system, the female college was closed and the building evolved into a two-room schoolhouse. Around 1917 two extra rooms were added and it remained a four-room schoolhouse for 20 to 25 years. In the school year of 1950-51, a fifth classroom and teacher were added. By 1955 a new facility had been built to accommodate the growing population, with 8 teachers and an enrollment of 228, grades one through seven. As the years passed, Patrick Springs Primary became a K-3 school feeding Hardin Reynolds Memorial (grades 4-7), and then moving on to Patrick County High School (grades 8-12). Further additions have been made to our facilities, the most recent a gymnasium and additional classrooms in 2001. Currently, as a part of the division wide "Facilities Addition and Renovation Project," extensive construction is taking place. At completion of this project, the front entrance and office areas will be updated to enhance the safety of our school community and ten additional classrooms will be added. The growth of our building will allow for art and music rooms, updated computer labs, housing of a pre-school program and additional classrooms to keep our student/teacher ratio low among our growing population. We look forward to the expansion of our facility and its ability to provide a variety of new learning experiences while enhancing our current programs. Being located in a rural area and close knit community, our new facility will also lend itself to additional after school functions, such as tutoring, club and organization meetings, sports, programs and other special events.

Patrick Springs presently serves 252 students in kindergarten through grade three. In past years, the primary employers of the area were textile mills and furniture manufacturing companies that have now closed or relocated overseas, contributing to a high unemployment and poverty rate. We feel fortunate to be embraced by families and community members that continually show their support to our mission of educating children and to one another.

Currently, 62.7 percent of our students qualify for free and reduced lunch. Because of our high poverty index Patrick Springs qualifies as a Title I School. Patrick Springs Primary strives to reach each child, each day. Our school division provides the opportunity for an after-school tutoring program as a budget line item. Students in grades 2 and 3 are targeted as needing additional help in Standards of Learning (SOL) subjects. The Phonological Awareness Literacy Screening (PALS) program is offered to qualifying students in grades K and 1. These students receive daily support and remediation in the area of reading. Targeted assistance is offered in all grades dependant on individual student needs. Our school houses a Head Start program for preschool age qualifying children from low income families. We take great pride that a collaborative effort of students, staff, parents, and community support has continually produced commendable test scores on state SOL testing. Our latest test scores reported in the 2009-2010 school year are as follows: 100 % in english, mathematics and history and 96% in science. Patrick Springs Primary has also met or exceeded national standards for making Adequate Yearly Progress (AYP), resulting in full accreditation for at least eight consecutive years.

Our motto "Every Child, Every Chance, Every Day" encapsulates our district's vision statement realizing the ever-increasing challenges of living in the world today and encourages educators and the community to unify in an effort to ensure that every child reaches his or her fullest development in academic, career and technical and social education. At Patrick Springs Primary we seek to educate the whole child, considering the difficulty many of our students face not only academically but within the home environment as well. To track academic success as well as identify academic needs of all our students, we continually analyze test data and program benefits. Programs that promote physical health include recreational league sports, the cafeteria

program focusing on healthy food choices, and for staff a “biggest loser contest” as well as after-school aerobic programs. The guidance counselor focuses on emotional well being by providing activities such as stress management and test taking skills, character development, drug awareness, and social skills. Family Preservation counselors assist students in the classroom with behavioral problems as well as provide family support. Cultural and social growth is promoted through 4-H, Scouts, Students Taking Appropriate Responsibility “STAR” Reward Program and field trips taken to local areas of interest that develop an appreciation for our heritage. Our highly qualified staff and numerous volunteers ensure that all students are engaged and supported in differentiated instruction and cooperative learning opportunities to cultivate successful and productive citizens. We are proud of the programs we offer; however, Patrick County places more emphasis on its people rather than programs. Our highly qualified staff is defined not only by the guidelines of AYP, but also by their dedication to educate our students.

Patrick Springs Primary has been awarded Distinguished Title I School in 2006, Virginia Board of Education Governor’s Excellence Award in 2008, 2009 and 2010. Our faculty and community are very proud of our awards but consider our highest reward to be the success of our students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Virginia Department of Education established Standards of Learning (SOL) for all curriculum areas to define the goals and standards for student learning and achievement. These standards in grades K-3 provide the foundation for Patrick Springs' curriculum and instructional focus to ensure a quality and uniform education for all students.

The state requires the administration of SOL assessments in the spring of each school year to determine student achievement as well as school accreditation. These criterion-referenced tests in english, mathematics, science and social studies in grade 3 are cumulative, assessing all SOL standards in K-3.

A scale ranging from 0-600 is used on the Virginia SOL assessments. A score of 400 or higher is considered passing. Students are considered pass-proficient with scores of 400 – 499 while scores of 500–600 are designated pass advanced. For the last eight school years, 2001 - 2009, Patrick Spring Primary School has been fully accredited and has met Adequate Yearly Progress (all 35 indicators) under the No Child Left Behind Act of 2001.

Four out of five years between 2004 and 2008, Patrick Springs Primary produced math scores in the 90th percentile, reaching a perfect 100% in 2009. Within these six years, advanced scores have ranged from 31% to 75%. Our socio-economically disadvantaged students (62.7 percent of the population) have produced passing percentages two years of 100%, three years in the 90th percentile and one year at 81%.

Reading pass rates from 2004 through 2008 have continually been in the 80th percentile. However, like math, reading scores reached a 100% passing rate in 2009. Within these six years advanced scores have ranged from 18% to 39%. Our socio-economically disadvantaged students have produced passing percentages one year at 100%, four years in the 80th percentile and one year at 75%.

The Patrick Springs Pendas, staff, and community take great pride that our hard work has produced test scores that we can continually be proud of, promoting a positive environment and great desire for continued success.

2. Using Assessment Results:

Recognizing the importance of utilizing both formal and informal test data, students at Patrick Springs Primary School participate in various screening and diagnostic assessments throughout each year. This enables the staff, through the analysis of data, to target the needs of all students in order to provide enrichment, support, and intervention as well as to guide instruction.

Third grade instructional staff, along with the building administrator, assess data from their corresponding core-area SOL. Instructors use a variety of means to determine student's strengths and weaknesses to enable them to refine specific instructional strategies. Such means include the recording of when SOLs have been introduced (I), mastered (+) and not mastered at this time (N), as well as weekly reviews of cumulative SOL information. Furthermore, Patrick Springs uses the Interactive Achievement Test in second and third grades as an indicator of student progress and of potential performance on high-stakes tests. This assessment is a division wide benchmark implemented within the last 2 years. Data from Earobics, an auditory reading enhancement program, is also utilized to determine student's progress in all grades.

Kindergarten and first grade utilize Phonological Awareness Literacy Screening (PALS) to assess student performance at the beginning, middle and end of each year. These assessments help to determine need for additional assistance. Kindergarten and first grade then match these targeted students with paraprofessionals and retired teachers for daily remediation. At the second and third grade levels, students are assisted by title I teacher and retired teachers.

On-going assessment information is the determining factor that drives instruction for all students as well as identifying individuals eligible for Title I, English as a Second Language (ESL), special needs, summer school, and SOL tutoring. Our staff prides itself in being dedicated to finding the strategies that result in the growth and success of our students.

3. Communicating Assessment Results:

Patrick Springs utilizes many methods to inform parents, students, and the community concerning student achievement. Prior to the beginning of each school year, a “Back to School” night is held for parents and students to become acquainted with the staff and to be informed of academic expectations. The first Parent Teacher Organization (PTO) meeting offers parents and community members information on SOL test results and accreditation from the previous year. It also affords another opportunity for the parents to receive additional information, to voice their concerns and to demonstrate their support for their child’s education.

Daily planners are used in all grades to promote student organizational skills and track homework assignments. Weekly newsletters and work folders are also sent home in all grades to inform parents of their child’s achievements, citizenship, and up coming tests. Report cards are sent home each six weeks indicating student progress on presented SOLs. Parent/teacher conferences are set up after the first and third six week periods. Teachers are readily available for formal and informal conferences at any time during the year.

Displaying students’ work on the bulletin boards, showcasing exemplary achievement or improvement, and announcing the honor roll students and good citizenship awards in the local newspaper are used to recognize student achievement. Each six weeks students receive certificates for academic excellence, perfect attendance and participation in our Panda Reading Club. A drawing from the awarded names in each category is also held and winners receive a special prize. The rewards and prizes are given to promote school pride, build self-esteem, and motivate student desire for academic excellence. A special recognition ceremony is held for students that attain a perfect score of 600 in any subject on the SOL test. Students are recognized with certificates, medals and trophies.

After parents receive results from the SOL tests, teachers are available to meet, discuss, and interpret the data. A PowerPoint presentation of Patrick Springs’ results is presented at PTO meetings and school board meetings to inform the parents and community of the school’s performance on the SOL assessments. The Virginia Department of Education maintains a school report card on its web site that is available to the public.

4. Sharing Success:

Patrick Springs faculty has always welcomed opportunities to share successful methods and information obtained through classes and/or workshops with other schools. Teachers conduct various workshops and meetings at countywide in-service meetings as well as share ideas at countywide grade level and teacher advisory committee meetings throughout the school year. In addition, many teachers work in teams during the summer to prepare or update county curriculum and pacing guides.

Title I staff developed an organizational plan for engaging and involving parents within our school. The Title I teachers met with other staff members and parents to recognize and share areas of existing and needed

involvement from the community. Patrick Springs Primary School used this information to share with volunteers that were interested in assisting in the school.

Our English as a Second Language (ESL) teacher and our Division Reading Specialist mentor staff within our division, share best practices in evaluating students, giving and interpreting assessment data, and teaching techniques. Patrick Springs Primary School welcomes opportunities to meet with other schools and glean successful methods and practices from each other in order to help our students achieve.

Our division has formed a five-person Virginia Grade Level Assessment training team. This team includes two teachers from Patrick Springs Primary School who have participated in a train the trainer model. This team has made itself available to assist all teachers in the area of scoring and support for the VGLA.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Virginia Standards of Learning form the basis for all instructional programs provided by Patrick Springs Primary School. Specific division pacing guides have been developed that incorporate the Standards of Learning Blueprints and the Enhanced Scope and Sequence Guides provided by the state. These documents provide guidance as staff develop short and long-term lesson plans. These essential tools facilitate daily planning and pacing of instruction. All four core areas of instruction and physical education are taught daily with weekly specialty classes in music, art, library, and technology lab access. Students also receive character education class once monthly and the opportunity to visit our public library's bookmobile every other week. Second and Third grades are departmentalized to enable teachers to focus in one content area and provide greater grade level continuity. Being a Schoolwide Title I School provides the Title I staff the flexibility and latitude to work with all students needing assistance. Grade level teams collaborate to plan instruction, share ideas, and discuss any problems relevant to student success.

Instruction focuses on the four core areas of reading, mathematics, science and social studies. A review of time allocated to the four core areas indicates that Patrick Springs Primary School allocates approximately 45% of the day to reading, 40% to mathematics, 9% to science and social studies and the fine arts. Library and physical education complete the day with 1% of the time. This schedule reflects the importance that the school places on students gaining the skills needed to read and perform mathematical functions.

Results from SOL assessments and Interactive Achievement benchmark testing are analyzed to indicate individual student level of performance: advanced, proficient, or assisted. Individual students who are identified as assisted learners receive additional instruction from classroom teachers, Title I personnel, or tutors in small groups. The staff uses data from the SOL tests and Student Performance by Question (SPBQ) to target grade level weaknesses so that those areas can be addressed.

Other programs have enhanced our curriculum instruction, such as after-school tutoring to those students in grades two and three needing additional instruction in the core areas.

Our Harcourt Reading series is a key element to the English curriculum in kindergarten through third grades. This program systematically and explicitly teaches reading strategies, phonics, spelling, sight words, comprehension, grammar and writing skills. This program caters to differentiated instruction with its "on-level," "extra support" and "challenge" materials. Resources also include decodable booklets, manipulatives, and skill assessment tools. Teachers supplement this series with trade books and various resource books such as Explode the Code.

Our Harcourt math series is research-based and helps cover the Virginia SOL. The sequential development of skills and the use of manipulatives and Smart Board technology all help build essential mathematics concepts. SOL resource booklets and technology lab are utilized to improve and assess students' mathematics proficiency.

The series, Our World, published by Five Ponds Press, for history/social studies for kindergarten through third grades provides instruction in the areas of history, geography, civics, and economics. This resource supplements curriculum guides for the Virginia SOLs in the area of social studies. Students participate in hands on learning experiences through SOL specific projects. Some additional resources include SOL Jeopardy, Internet Web sites, and games. Field trips, educational assemblies, and classroom presentations reinforce curriculum.

The science curriculum at Patrick Springs enables teachers to implement the state standards by focusing on inquiry, content, and assessment through the use of various resources including interactive notebooks and the Harcourt science textbooks. The interactive notebooks allow students to create meaningful resources that are SOL specific. The creation of these becomes personal and meaningful for SOL review and remediation. Additional resources include SOL Jeopardy, Science Studies Weekly newspaper, and United Streaming videos. Scientific vocabulary is enhanced and reinforced through word walls and charts. Scientific inquiry empowers students to solve problems, evaluate their solutions, and to plan and implement their own investigations through various experiments.

There is a cooperative effort among all staff and specialty teachers to integrate Virginia standards throughout the areas of music, art and library. Technology enhances daily instruction through the use of Smart Boards in every classroom, and access to the Internet through classroom computers and the technology lab.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Patrick Springs Primary School employs research that indicates that no reading program by itself has proven to be successful for all students. It is the belief of school leaders that in order for all students to be successful, teachers must be very proficient in their ability to diagnose and direct instruction to meet the needs of students. In order for instruction to meet individual and group needs, focus is given to reading instruction as reflected in the time that is allotted in a given day. The school provides programs and materials such as a Harcourt series, Explode the Code, Earobics and other technology programs that support the staff in their endeavor to provide quality instruction. The services of special reading teachers and support staff are included through individual tutoring, co-teaching and cooperative planning as a means of enhancing the reading program.

Specific programs and tutorials to target reading include Special Education services and Title I services. A model of mixed resource and inclusion are used. Specialists from these areas vary services to students by implementing a co-teaching model, a small group model and a pull out model for the highest needs. PALS staff also implement both an inclusion and pull out method dependant on student need.

The staff at Patrick Springs utilizes a variety of assessments to monitor progress and provide feedback on student performance. Teachers use the results from Interactive Achievement Benchmarks, PALS and SOL assessments to focus on the specific reading needs of individual students and to plan appropriate instruction. Our PALS staff, resource teachers, Title I personnel, ESL teacher, SOL tutors, and retired teachers target student needs both individually and in small groups. Ongoing teacher observations and assessments allow for flexible groupings.

Incentives to promote the joy of reading are held throughout the year, such as our Dr. Seuss Birthday Celebration in the spring, Panda Reading Club awards each six weeks, and grade level challenges that include prizes and challenges for the administration.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

3. Additional Curriculum Area:

Mathematics: Patrick Springs Primary School incorporates a variety of researched based strategies, materials, and activities to achieve our primary objective of preparing our students for math success in education and life. Mathematics curriculum frameworks, blue prints, and scope and sequences are aligned with the Virginia SOL standards and are individualized by grade levels for planning and pacing. Interactive Achievement benchmark assessments align with six week objectives.

Our county has adopted the Harcourt Series Mathematics program because it covers the Virginia SOL and it has lessons that systematically build skills. The program provides practice and re-teach activities as well as Cumulative Review and SOL Prep Test that use the language and format of the SOL assessments. Students use on-line support from the company and the practice workbooks provided with the series for explanations, examples, homework, activities, and games.

The staff utilizes daily reviews, independent workstations, and manipulatives to reinforce instruction. Again, Title I and Special Education student needs are addressed by implementing both inclusion and pull out.

Technology plays an increasingly important role in our mathematics program. Teachers integrate technology into the classroom with an interactive Smart Board in each classroom. Students also have access to the technology lab and mini labs within many classrooms to visit educational Web sites for reinforcement, practice, and assessment of mathematics skills.

Ongoing assessments from the Interactive Achievement benchmarks and teacher-designed tests provide feedback to the teacher to determine student strengths and weaknesses and to guide instructional planning.

4. Instructional Methods:

Research based instructional strategies and ongoing assessments are incorporated in all core areas. Teachers and staff deliver differentiated instruction based on data analyzed from Interactive Achievement, teacher designed assessments and PALS assessments as well as teacher observation. Students are identified as advanced, proficient, or assisted in each core area. Assisted students receive additional instruction from our support staff through inclusion or pull out. Third graders have weekly SOL Review in core areas to allow support staff and retired teachers to work intensely with struggling students. Children identified by PALS tests in kindergarten through first grades receive daily phonics reinforcement from paraprofessionals. Other means of differentiating instruction include Interactive Notetaking, graphic organizers, teacher prepared study guides, and co-teaching with Title I teachers. Reading and technology are immersed throughout the curriculum. Increasing use of technology continues as an important classroom tool for instruction, assessment, and motivation.

Patrick Springs Primary School strives to meet the needs of all students. A Special Education resource teacher instructs students with specific learning disabilities in small groups and individually as needed. Patrick Springs operates under the guidelines that all students can learn at high levels while providing a low stress, stable educational environment.

Patrick Springs staff continually seeks new ways to modify or supplement instruction to achieve greater success for students. Departmentalization of our second and third grades allows teachers the opportunity to focus on specific core subject and provides continuity for the students as well as preparing them for future grade levels structure. Specific accommodations are provided for Individual Education Plan (IEP) students who struggle with cognitive functioning. Our guidance counselor provides test-taking strategies and promotes a positive attitude towards tests. Success for each student is our goal.

5. Professional Development:

Staff development is provided in various areas throughout the school year. Research indicates that five models should form the basis for effective staff development. Patrick Springs Primary School employs these models that are: individual staff development, observation and/or assessment, development/improvement process, training in specific areas and inquiry. Differentiated instruction is not a single strategy, but rather an approach to instruction that incorporates a variety of strategies. Annually, each staff member is required to identify areas that they feel they could improve upon. Teachers are observed and feedback is given as a mean of identifying areas that may need professional development. Teachers are asked to reflect on areas that they feel

will enhance their teaching abilities. As can be noted, staff development revolves on involving staff in the decisions as to what is needed. Yearly, staff members are asked to evaluate the programs that have been offered and to make plans both individually and as a group for the upcoming year.

Resources needed for staff development are obtained from various sources including: Community Colleges, universities, on-line courses, conferences, and locally provided workshops. These avenues provide task-specific opportunities, time for teachers to learn, practice and apply concepts, offer incentives such as stipends. Staff development is viewed as an ongoing event as opposed to a single event, allowing staff members opportunities to evaluate and make suggestions for improvement.

6. School Leadership:

Patrick Springs Primary School is lead by Mrs. Cassell who understands teaching and is respected by her staff. A review of her role indicates that she possesses the qualities identified as those needed to be an effective leader and are supported by research. Those qualities are:

1. She is an entrepreneur who focuses on instructional improvement and increased successful learning.
2. She is an organizer that ensures that her school is on target and all aspects of the school environment operate to enhance the learning experiences for all students.
3. She is an instructional leader who reviews and analyzes data and allocates time and financial resources to support teachers and their needs to provide quality instruction.

All of these traits support the vision of “successful instruction that leads to successful student performance” that Mrs. Cassell has for her school. In order to achieve this goal, Mrs. Cassell involves her staff by collaboratively identifying measures needed to achieve this goal while using state standards in developing curriculum and goals that have tangible ways for each staff member to contribute to meeting the vision. She places student learning as the main purpose of school, works to ensure that all students achieve a high level of performance, works to problem solve involving all staff, and reviews data and makes decisions based on information provided.

In conclusion, Mrs. Cassell carries the vision for the school and seeks to gain support from her staff and school community. This articulated vision stresses the goal of everyone in the school having high expectations and standards and working to achieve those expectations. Mrs. Cassell’s daily attitude reflects the Patrick Springs Primary School motto: Every child, every chance, every day.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Grade 3 Mathematics

Edition/Publication Year: Yearly 2005-2009 Publisher: Virginia Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	95	99	84	97
% Advanced	65	50	36	31	75
Number of students tested	51	64	73	70	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	2
Percent of students alternatively assessed	0	0	1	0	3
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	95	100	81	96
% Advanced	52	38	26	17	52
Number of students tested	36	36	36	36	26
2. African American Students					
% Proficient plus % Advanced	100				
% Advanced	60				
Number of students tested	10				
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		82	100		
% Advanced		36	20		
Number of students tested		12	13		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: Grade 3 Reading

Edition/Publication Year: Yearly 2005-2009 Publisher: Virginia Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	100	86	83	85	89
% Advanced	29	38	28	39	26
Number of students tested	51	64	73	70	66
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	2
Percent of students alternatively assessed	0	0	1	0	3
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	86	87	80	80
% Advanced	22	27	26	22	8
Number of students tested	36	36	36	36	26
2. African American Students					
% Proficient plus % Advanced					90
% Advanced					10
Number of students tested					10
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced		81	90		
% Advanced		45	20		
Number of students tested		12	13		
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: